

BULLETIN NO. 2005-01  
September 19, 2005

(X) Action Required  
Date Due: 2/17/2006

BULLETIN NO. 2005-01 ALTERNATIVE ROUTE TO PRINCIPAL CERTIFICATION  
PILOT PARTNERSHIP PROGRAM

TO: School District Superintendents  
Educational Service District Superintendents  
School District Personnel Administrators  
Educational Service District Certification Officers  
Deans, Colleges of Education

FROM: Kay Nelson, Chair, WA Professional Educator Standards Board

SUBJECT: Alternative Route to Principal Certification – Pilot Partnership Program

This bulletin announces the availability of a Pilot Alternative Route to Principal Certification Partnership Program. Applications must be submitted on the form attached.

### **BACKGROUND**

The Washington Professional Educator Standards Board (PESB) is requesting proposals to pilot an alternative route to principal certification. The program shall involve a school district, or consortia of school districts, in partnership with a state-approved higher education principal preparation program(s) to pilot an alternative route program aimed at preparing secondary level principals for a district(s) experiencing a shortage of qualified applicants for vacant positions.

**Selection as a pilot site will allow the partnership district(s) to employ the interns as assistant principals via a special time-limited certificate.**

The mission envisioned for an alternative route to principal certification program is to develop an accelerated principal preparation option, targeted to meet the personnel needs of districts experiencing a shortage of qualified secondary principal candidates, to capitalize on the leadership talent among certificated teachers and educational staff associates to ensure an adequate pool of high-quality principals.

Verification of “standards met” by interns occurs via the district representative, mentor and university supervisor. Program completion is verified by the university dean or his/her designee. All program completers are required to participate in the AWSP Principal Leadership Assessment and Mentorship Program within two years after program completion.

## **CRITERIA FOR A HIGH-QUALITY ALTERNATIVE ROUTE PROGRAM**

**1. Ensure that all candidates meet the state standards for principal certification.**

While the PESB believes that an alternative route provides greater flexibility in how and where the standards are met, candidates in an alternative route program must meet the same high and uniform standards required for all individuals who earn a residency principal certificate.

**2. Focus on principal preparation in areas of greatest need.**

The 2004 *Educator Supply and Demand in Washington State Report* identified the highest level of shortage for high school principals followed by middle level principals.

**3. Provide candidates with a flexible, expedient and cost-effective route without compromising quality.**

If we are to attract teachers and educational staff associates to principal positions, this means recognizing and valuing previous leadership experience and accomplishments. It also means providing for salary and benefit enhancements during the internship.

**4. Define principalship qualities that must be demonstrated by the candidates.**

Research suggests that candidates must meet highly selective criteria, including successful leadership experiences as verified by evidence. These experiences include, but are not limited to: collaboration, mobilizing adults to take action and holding them accountable for reaching common goals, confronting difficult situations and implementing solutions to get results, engaging and empowering others to take responsibility in decision-making, providing feedback and guidance to improve instruction, listening and communicating effectively, demonstrating poise and professionalism, and taking personal responsibility for ensuring high academic achievement for every student.

**5. Include the development of a powerful cohort group.**

Exemplary program models are organized around a cohort. This approach is consistent with adult learning theory which holds that significant learning results from experiences that allow adults to engage in meaningful content, socially process information, and construct their own meaning through a self-regulated process.

**6. Include a research-based vision of what an effective principal does to lead instructional improvement to produce student achievement gains.**

Current research suggests that effective principals garner a full range of resources to support student and professional learning goals. Effective instructional leaders act strategically to define and guide needed improvement in teaching and learning.

7. **Include authentic learning experiences that incorporate on-the-job, practical realities of principal's work and provide structured opportunities for interns to engage in personal reflection and self-assessment.**

While program design, formalized learning opportunities and assessments are aligned with the ISLLC standards which provide the framework for the knowledge, skills, and dispositions expected of effective principals, a problem-based curriculum structures job-embedded internship projects. The application of research-based leadership and instructional improvement strategies occurs in authentic contexts. Opportunities for interns to reflect and assess on an ongoing basis are essential.

8. **Increase racial and ethnic diversity of candidates to better reflect state demographics.**

Students of color represent 25% of our state student population; yet, only 10.4% of the secondary principals represent racially and ethnically diverse populations. An alternative route program should focus on recruiting candidates of color to increase the diversity of our principals to reflect the diversity of the students served.

9. **Promote cultural competence and inclusive learning for all students.**

Inclusive schools are student-centered. Principals are responsible for creating a supportive learning environment that includes and welcomes all students and values the academic competence of every student. Given that the school reform effort is designed to increase educational equity for a range of cultural, ethnic, and economic groups, it is essential that principals use the knowledge of students and their community as frameworks and supports for activities, resources, and learning strategies.

10. **Reflect strong articulation agreements and overall collaboration when multiple institutions are involved.**

Partnerships of ESDs, districts, and multiple higher education institutions have provided an effective model by which access to alternative route programs for teachers can be provided. Building on this experience, wherever possible, the alternative route to principal certification program should capitalize on what has been learned.

## **ALTERNATIVE ROUTE PROGRAM COMPONENTS**

1. **Rigorous selection criteria**

- ✓ Master's degree
- ✓ Minimum of three year's teaching/ESA experience
- ✓ Documented evidence of results-oriented leadership experience, community involvement and positive impact on student achievement
- ✓ Ability and time to commit to immersion in an intense yearlong internship
- ✓ District nomination and support
- ✓ Effective skills in communication and interpersonal relationship building
- ✓ Ability to articulate a personal theory of action regarding school leadership

**2. Multi-phased screening and selection process**

- ✓ Self-assessment process related to readiness to benefit from an alternative route program, including the ISLLC School Leadership Self Inventory
- ✓ Multiple measures to include an initial screening, interviews, observation
- ✓ Final selection of candidates by partnership advisory committee

**3. Cohort model**

- ✓ Maximum of 15 interns
- ✓ Creation of “e-groups” to facilitate on-line discussion of problem-based activities and networking
- ✓ Identification of a “cohort leader” by the college/university

**4. Partnership of district(s), approved private schools, ESDs, colleges/universities and AWSP**

- ✓ District(s) commit to identifying and supporting promising principal candidates
- ✓ College(s)/university(ies) commit to customizing the program and making personalized services and resources available
- ✓ A partnership advisory body provides oversight for the program

**5. Integrated support team for each intern**

- ✓ Mentors selected through an application and screening process
- ✓ Mentor role well-defined
- ✓ Leadership coaches used where appropriate

**6. Individual Development Plan**

- ✓ Based on an assessment of prior learning and experience, including the ISLLC School Leadership Self Inventory
- ✓ Used as a tool to guide and focus internship activities and experiences
- ✓ Explicitly connected to ISLLC standards and residency certificate experiences
- ✓ Developed during the summer academy in collaboration with the mentor, college/university representative, and district representative
- ✓ Explicitly connected to the district assistant principal position description

**7. Performance-based authentic learning experiences/activities**

- ✓ Focuses on ISLLC standards
- ✓ Integrates contextually-based leadership challenges of the district/school (i.e., increased student diversity, parent and community involvement, student achievement gap, AYP)
- ✓ Utilizes action research to understand and effectively supervise instruction and to organize the entire school enterprise to improve student learning
- ✓ Provides learning experiences that incorporate job-embedded, practical realities of principal’s work
- ✓ Facilitates a leadership model that can impact the principal’s role in secondary schools
- ✓ Incorporates and implements research-based “best practices”
- ✓ Incorporates frequent structured activities for interns to do personal reflection and performance assessment

- ✓ Clearly articulates the lines of authority, timeline for performance feedback, assessment of performance indicators and verification of program completion
- ✓ Includes an assessment system that compiles intern performance data, intern feedback and mentor feedback to inform program improvement
- ✓ Includes portfolio evidence to verify that the interns have met the residency principal certification standards, including the common performance indicators developed by WCEAP
- ✓ Develops culturally competent skills

**8. Intern employed as an assistant principal/principal assistant via an “intern certificate”**

- ✓ Emphasizes elements of the principalship that are positive and revitalizing
- ✓ Includes experiences that distinguish between assistant principal and principal responsibilities to guarantee that principal skills are addressed and that activities/experiences are provided to acquire those skills
- ✓ Provides opportunities for the intern to interact with other schools/districts, community organizations and agencies

**9. Pre- and post- summer academy component**

- ✓ Focuses on developing instructional, transformational and operational leadership skills
- ✓ Includes development of an Individual Development Plan (first summer) and the identification of future professional development goals (second summer)
- ✓ Addresses conceptual knowledge and informational resources that interns will need on the job to include district/school policies and procedures
- ✓ Provides the opportunity to assess the intern’s knowledge and skills against the ISLLC standards and benchmarks via documented evidence

**10. Program Evaluation**

- ✓ Collects and analyzes data about program completer performance in the principal role
- ✓ Looks at student performance data in the schools where program completers are serving as principals
- ✓ Includes feedback from interns, mentors and partnership faculty/personnel
- ✓ Incorporates the use of partnership focus groups
- ✓ Collects demographic data
- ✓ Includes placement and retention data

**11. District level support for intern and mentor**

- ✓ Participants may be requested to provide service as repayment for program participation as determined by the district
- ✓ Identify and assign a mentor for the internship
- ✓ Support could include, but not be limited to: release time for professional learning and training experiences for the mentor and intern, mentoring for the principal during his/her first year, intern mentor training, salary and benefit enhancements for the interns and/or mentor, release time for the mentor, allocation of clock hour/credit toward university program for the mentor Participate in the data collection/evaluation process

## **AVAILABLE FUNDING**

The PESB is seeking supplemental funding to support costs associated with program development, mentor training, mentor stipends, operation of an advisory board, assessment instruments, and program evaluation. There is no guarantee that funds will be available; however, should funds be secured, the pilot program(s) would have access to this funding.

Applicants for the state alternative route partnership pilot program are invited to attend an informational and technical assistance meeting scheduled for November 8, 9:00 – noon, at the Sea-Tac Occupational Skills Center, 18010 8<sup>th</sup> Avenue South, Seattle (access directions at <http://www.hsd401.org/osc/> - click on “Location” at the top of the page. Please contact Dr. Lin Douglas (360-725-4951 or [ldouglas@ospi.wednet.edu](mailto:ldouglas@ospi.wednet.edu)) if you plan to attend. The purpose of the meeting is to assist districts and their higher education partners, as well as their ESD partner where applicable, in developing their application.

The following resources may be helpful in developing a proposal:

1. U.S. Department of Education, Office of Innovation and Improvement, *Innovations in Education: Innovation Pathways to School Leadership*, Washington, S.C., 2004. Free copies may be ordered on-line at <http://www.edpubs.org/> or call 1-877-433-7827.
2. <http://www.e-lead.org/programs/list.asp> - click on First Ring Leadership Academy, then on “Curriculum”
3. <http://www.wallacefoundation.org/WF/KnowledgeCenter/KnowledgeTopics/EducationLeadership/> - click on “Developing Successful Principals: Review of Research” and “The Principal Internship: How Can We Get It Right?”

## **TIMELINE**

September 19, 2005	RFP issued and mailed to school districts, ESDs, and Colleges of Education.
November 8, 2005	Information/technical assistance meeting
February 17, 2006	Proposals due to OSPI by 4 p.m.
March 2006	Pilot program site(s) selected and notified
April 2006– June 2007	Program development, intern recruitment and selection, mentor selection and training
June 2007	Summer Academy
August 2007-June 2008	Mentored Internship
June 2008	Summer Academy

**Proposals must be received by the PESB by 4 p.m. on February 17, 2006.**

All proposals submitted after that time will not be accepted.

Applications should be mailed to the PESB office at the address below.

**FAX APPLICATIONS WILL NOT BE ACCEPTED.**

Dr. Lin Douglas  
Washington Professional Educator Standards Board  
Old Capitol Building  
600 Washington Street, Rm. 249  
P. O. Box 47236  
Olympia, WA 98504-7236



**ALTERNATIVE ROUTE TO PRINCIPAL CERTIFICATION  
PILOT PARTNERSHIP APPLICATION  
2006-08**

**GENERAL INFORMATION**

SCHOOL DISTRICT OR APPLICANT	LEAD AGENCY CONTACT PERSON	FAX
ADDRESS	TELEPHONE NUMBER	E-MAIL ADDRESS
	FISCAL CONTACT PERSON	FAX
BUILDING NAME	TELEPHONE NUMBER	E-MAIL ADDRESS

**CERTIFICATION**

I, \_\_\_\_\_, certify that to the best of my knowledge and belief,  
Print Dean Name  
data in this application are true and correct and the applicant will comply with the application if the application is approved.

\_\_\_\_\_  
Dean Signature

\_\_\_\_\_  
Date

**Applicants must ensure that the application reaches PESB by 4 p.m., February 17, 2006.**

**NO FAXES WILL BE ACCEPTED.**

**E-Mail:** [Ldouglas@ospi.wednet.edu](mailto:Ldouglas@ospi.wednet.edu)

**Return to:** Dr. Lin Douglas  
Washington Professional Educator Standards Board  
Old Capitol Building  
600 Washington Street, Room 249  
PO BOX 47236  
OLYMPIA WA 98504-7236

**PESB USE ONLY**

Application approved by: \_\_\_\_\_ Date: \_\_\_\_\_

Comments:

**ALTERNATIVE ROUTE TO PRINCIPAL CERTIFICATION  
PARTNERSHIP PILOT APPLICATION  
2006-2008**

All responses must be type single-spaced on white paper using a 12-point or larger font (computer) or 12-pitch (typewriter). Please number pages at the bottom of each page and limit proposal to no more than 15 total pages.

**PROPOSAL CONTENTS**

Applicants through this program shall specify the following:

**Need for program (25 points)**

1. Degree to which district, or consortia of districts, are currently experiencing a shortage of secondary level principals. Include data to document an existing shortage as well as predicted vacancies for the next five years.
2. Commitment of Partners:
  - a. Identification and description of role of principal preparation program partner(s) and any other district(s) and/or ESD partner(s)
  - b. Letter from each partner indicating commitment to proposal.

**Program design and delivery (60 points)**

1. Once a pilot site(s) is selected, the PESB Director of Alternative Route Programs will facilitate the process to develop a detailed program design. For the purpose of this proposal, please describe each of the following:
  - a. Identification of contextually-based leadership challenges of the district/school;
  - b. Timeline for a rigorous nomination, screening, and selection process for interns;
  - c. Number of projected interns;
  - d. Description of provision of adequate training for mentors;
  - e. Plan for providing significant time for mentors to spend with interns;
  - f. Strategies for recruiting candidates of color;
  - g. Description of district support for interns during and after the program;
  - h. Description of employment and contractual-related issues, including but not limited to:
    - 1) bargaining unit to which the interns will belong;
    - 2) level of salary and benefits to be paid to the interns;
    - 3) process used to advertise and fill vacant positions; and
    - 4) extent to which interns will be required to provide service as repayment for program participation; and

- i. Description of design and use of an Individual Development Plan that will specify the focus of alternative route experiences/activities required of each intern, comparing the intern's leadership experience and educational background with residency certificate standards and adjusting requirements accordingly.

**Budget Narrative (15 points)**

1. Identification of district, higher education and/or other partner contributions to the program (i.e., mentor stipends, release time, tuition support, credits/clock hours for mentors, etc.)
2. "Package price" tuition for the program

**ASSURANCES**

The undersigned partnership assures the following:

1. The partnership agrees to participate in the data collection/evaluation process, including providing names and addresses for interns in each cohort, and facilitating the distribution and collection of surveys. Appendix A describes what the PESB wants to learn from the pilot program.

Your signature on this page of assurances indicates that you are responsible and committed to all areas of this application/contract. Please send original signatures.

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Name of Partner Organization Representative

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Signature

## APPENDIX A

### WHAT THE PESB WANTS TO LEARN FROM THE PILOT?

WORKING DOCUMENT GOALS	PILOT INFORMATION/DATA
1. Create district-based programs to provide adequate numbers of well-prepared secondary level principals	a. How many interns are officially hired as an assistant principal or principal the year following program completion? b. How many, if any, interns chose not to seek employment as an assistant principal or principal? Why?
2. Provide a streamlined preparation option for aspiring teacher/ESA certificated leaders who have been identified as ready to benefit from an immersion model	a. Did we attract the right people (rich background, diversity, leadership skills)? b. Are we attracting people who would not have otherwise pursued principal certification?
3. Create a program design that impacts the overall leadership model and environment for secondary schools	a. What's different about the leadership model in the buildings where the interns work?
4. Focus preparation on the expanding role of principal from building manager to instructional leader	a. What specific program components/activities were designed to address this goal?
5. Design preparation that is accelerated and intensely focused	a. How much time did it take to complete the alternative route program versus time to complete a non-alternative program? b. How many interns "early exited"?
6. Develop formalized learning opportunities that are pragmatic and geared to the knowledge and skills specifically required of principals	a. How is the alternative route program different from non-alternative route programs? b. Did the model influence the non-alternative route programs at the institution(s) involved?

WORKING DOCUMENT GOALS	PILOT INFORMATION/DATA
7. Establish partnerships between colleges/universities, districts, ESDs, and professional associations to maximize the contributions of university faculty and practitioners and to fully integrate theory and practice	<ul style="list-style-type: none"> <li>a. What made the partnership work?</li> <li>b. What did each of the respective partners learn about the preparation/certification process?</li> <li>c. What barriers were encountered?</li> </ul>
8. Evaluate the effectiveness of an alternative route program option	a. Above items
9. Support the recruitment, development, and retention of a highly skilled and diverse corps of principals	<ul style="list-style-type: none"> <li>a. How many interns completed the program?</li> <li>b. Did the cohort(s) enhance the diversity of the candidate pool?</li> </ul>